Maths Subject Leader: Alison Kirk KS2/Michelle Eastham KS1
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Maths Governor: Lorraine Smith
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Date to be reviewed: January 2023

MATHS POLICY

'Let Your Light Shine'
Matthew 5:16

At St Peter's we believe that all our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love,** to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

STATEMENT OF INTENT

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.

PRINCIPLES, VALUES, AIMS and OBJECTIVES

Our Motto is "Love, Challenge, Inspire" and our Mission Statement declares that we believe that in sharing God's love, challenging one another to succeed and inspiring a love of learning, we will all unlock our potential.

A love of learning within a climate of high expectation, love and support is what we aim to provide at St. Peter's. We wish pupils to attain the highest standards in mathematics and to gain life long experiences from learning in this subject area.

The principles for teaching calculations at St Peter's CE primary school are:

- to provide equal access to develop skills, knowledge and understanding
- to provide equality of opportunity for every child to develop calculation skills in a progressive and cohesive way

At St. Peter's, we understand calculation to be:

- A recall of numerical facts to utilize and apply to solve numerical problems
- Both written and mental and both equally valuable

- A fundamental set of skills which is, and which has been, practiced in all cultures and societies throughout history.

At St. Peter's, we aim to develop calculation skills by:

- Rehearsing facts and calculation skills everyday
- Teaching calculations in a progressive way matching activities to the children's next steps
- Ensuring challenging and enjoyable maths skills are taught, rehearsed and applied in useful situations
- Using ICT and calculators and other visual tools so that children know and learn patterns in numbers and understand the number system in order to calculate

STRATEGIES FOR IMPLEMENTATION
Aspects of Teaching and Learning

At St. Peter's we follow the 'Maths no problem' scheme. This Scheme is recommended by the DfE for schools on the Teaching for Mastery Programme and is fully aligned with the 2014 English national curriculum. MNP textbooks and workbooks are designed using decades of research to ensure a deep, secure understanding of maths in learners of every attainment level. The lessons are then adapted for the needs of each classroom and differentiated to meet the needs of each individual child.

Differentiated activities

Tasks and activities are designed to be easy for pupils to enter while still containing challenging components. For advanced learners, the textbooks also contain non-routine questions for pupils to develop their higher-order thinking skills.

Problem solving

Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher-level thinking. The focus is on working with pupils' core competencies, building on what they know to develop their relational understanding, based on Richard Skemp's work.

Concrete, Pictorial, Abstract (CPA) approach

Based on Jerome Bruner's work, pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign.

Variation

The questions and examples are carefully varied by expert authors to encourage pupils to think about the maths. Rather than provide mechanical repetition, the examples are designed to deepen pupils' understanding and reveal misconceptions.

Challenge and Deeper Learning

All classes provide challenge and extended learning for all children and especially children ready for deeper learning. Resources include Nrich challenges 'Teaching for Mastery' from the NCTEM.

ASSESSMENT, RECORDING AND REPORTING

We assess the child's calculation development through assessments which are diagnostic, formative and summative.
Diagnostic and formative assessments are assessed daily as part of the lesson against the skills identified within each year group.

MECHANISM FOR MONITORING AND REVIEWING

The maths subject leaders monitor the implementation of this policy by supporting the class teachers in using the MNP scheme of work.

INCLUSION

At St. Peter's, we aim to:

- Provide for all children so that they achieve as highly as they can in calculation skills according to their individual abilities.
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.
- Identify specific groups whose skills need to be further developed and particularly that of SEND and AGT pupils who require differing learning challenges.
- Choose learning objectives which are related to the aspect on which the whole class is working.
- Modify teaching plans/equipment so that all pupils can access the subject.
- Provide timely intervention for any child with misconceptions with classteacher or teaching assistant preferably on the same day as the lesson taught. This enables children to build up and strengthen all strategies and abilities.

EQUAL OPPORTUNITIES

At St. Peter's, all children are provided with equal access to learning calculation curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

HOME PARTNERSHIPS:

Children will be invited to take part in learning experiences outside of school including ICT based programmes.

HEALTH AND SAFETY:

Staff and pupils are asked to consider the safety of themselves and others at all times. During lessons, pupils will be taught how to use equipment safely.

ROLE OF SUBJECT LEADER:

The Subject Leader at St. Peter's is responsible for improving the standards of teaching and learning in calculation:

The Subject Leaders will:

- Monitor and evaluate maths through lesson walk through and pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and supporting colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular developments

THE GOVERNING BODY

Regular reports are made to the governors on the progress of pupils in mathematics and to the maths governor.
This policy will be reviewed every three years or in the light of changes to legal requirements.

CONCLUSION

The Calculations Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

M Eastham (January 2020)

Date approved by governors _____